

Evaluating the Male and Female Students' Welcome of the Cultural-Art Plans

Masomeh Eshaghian^{1*} Zohreh Saadatmand²

1.M.A, student of Curriculum Development, Department of Psychological and Educational Sciences, Islamic Azad University of Esfahan (Khorasgan)

2.Assistant Professor, Curriculum Development, Islamic Azad University, Science and Research Branch, Tehran

* E-mail of the corresponding author: eshaghian1455@yahoo.com

Abstract

The purpose of this study is to evaluate the welcome of culture-art plans in the high schools of Khomeyni Shahr City from perspectives of the educational coaches and students in the 2013. The present study is a descriptive-survey research. The statistical population of this study includes the educational coaches and students participating in the culture-art plans in the city of Khomeyni Shahr in the 2013. The population consists of 2175 students and 44 coaches. In order to select the sample members, a stratified sampling method was used. A sample of 314 students and 39 coaches was selected. In order to investigate the validity of questionnaire, both face and content validities were investigated and confirmed. In order to measure the reliability of questionnaire, Cronbachs' Alpha Coefficient of questionnaire was measured. The coefficient was 0.96 for our questionnaire. The research data were analyzed through descriptive and inferential statistics. The results of the main hypothesis revealed that the students evaluate the culture-art plans moderately. In addition, the findings showed that the educational coaches evaluate the plans appropriately. The result of the first hypothesis showed that the students and coaches evaluate the degree of realization of culture-art plans more than moderate level. Based on the result of the second hypothesis, students evaluate the contents of cultural-art plans less than moderate level. Finally, our findings showed that coaches evaluate the contents of culture-art plans more than moderate level.

Keywords: Evaluation, Cultural-art Plans, Goals, Content, High School

1. Introduction

One of the main functions of the educational system in every society is providing appropriate ways and opportunities of learning for students. As a result, the competencies and capabilities of the students will be recognized. Currently, the diversified needs of students, especially the socio-cultural characteristics and conditions at local, national, and international levels, make new challenges for educational systems. Based on the perspectives and approaches of educational systems in every country, educational officials and managers attempt to find appropriate solutions for dealing with such challenges. Developing appropriate extracurricular plans for satisfying the educational needs and wants of students is one of the main solutions for dealing with such challenges (Naderi et al., 2012).

Regarding the role and importance of cultural-art needs in the cultural development of every society, cultural-art plans should be considered. These needs depend on the values and norms of every society. Indeed, participation in the cultural-art plans depends on different factors such as demographic characteristics. For example, consider the role of gender as an effective factor on desire of participation in the cultural-art plans.

There are several forms by which meanings and concepts can be expressed. For example, language and art are the main factors play a determining role in the literate of everyone. In the educational system of Iran, there is not any obvious explanation of art and its role in the literate of students. This is affected by ambiguity of art and its role in the educational system. Such conditions prevent students from educational experiences at micro level. It also leads to failure of educational system in the development of cognitive capabilities such as creativity, positive effect, and efficient practical skills (Amini, 2005: 7).

Another function of the educational systems is involving and participating students in designing and presenting cultural-art plans with religious contents. Higher levels of participation in the cultural-art plans in the schools provide necessary ways of socialization of students. As a result, the mental and physical abilities and even creativity of the students will be used. This improves responsibility, attachment, and confidence of the students (Soltani, 2002).

Transfer of knowledge is not the only goal of schools, but it is the main purpose of learning. In other words, schools should provide students with learning opportunities. In this regard, primary and high schools are the main places for exploring and reinforcing the capabilities of students. It is the obligation of teachers and coaches to educate students through active and dynamic activities and providing appropriate conditions. Indeed, the educational system should consider all aspects of students and reinforce them. According to Karimi (2005), the main function of schools is cultivating memory and affective and social aspects of the students.

According to the authors such as Peteri (2001), Aysener (2002), Disown and Galas (2004), and Hendrik (2004), art is appropriate way for promoting multiple cognitive abilities of students such as complex

interfere and creative solution of problems in the students. It is considered as another language of learning (Yang, 2005: 1). Genetic, environmental factors, educational environments, and influence of peers are the main effective factors on the learning process. Past studies have concentrated in this issue.

Since the content and goal of cultural activities motivate important questions in terms of religious and cultural beliefs of students, utilization of the symbols is considered as one of the methods of critical thinking. It can be said that the cultivation role of educational systems should be considered more than past times. As a result, educational coaches should be used in the schools more than pasts. The results of the present study can be used for analyzing strengths, weaknesses, opportunities, and threats of educational system in our society. The results of this study also can be used for solving cultural-educational problems. In addition, the results of such studies can be used for educational planning. Indeed, the results of such studies in which degree of students' welcome and the effect of demographic variables are studied in them can be used for considering interests, needs, environmental, social, and even cultural factors in the educational planning. As a result, cultural-art plans will be conducted in the schools appropriately and their positive outcomes will be achieved.

Sobhaninejhad (1993) in his study "the effective factors on the male students' desire toward cultural-art plans for improving educational plans of schools, found that severity, hard-working, intimacy, and confidence are the main effective factors on the male students' desire toward cultural-art plans in the city of Isfahan. He found that focus on the educational aspect is more than other aspects of educational system. He refers to the utilization of students' viewpoint, informing students in terms of the goals of plans, delegating responsibilities of plans to the students, utilization of reward in encouraging the students are the main effective factors on the cultural plans. Delkhamosh (1998) in his study "the effect of cultural-art plans on the use of leisure time" investigate the effect of cultural-art plans on the use of leisure time and the effect of demographic variables (such as gender, educational level, family incomes, and social condition of family) on the use of leisure time. He found that cultural-art plans affect the use of leisure time significantly. He also found that all of the demographic variables (such as gender, educational level, family incomes, and social condition of family) affect the use of leisure time significantly. Hoseyni (2000) investigates degree of students' welcome of cultural-art activities and found that welcome of female students for participation in the cultural-art plans is more than welcome of male ones. Bagherzade (2002) studies the disaffiliation of female students in the extracurricular plans in the high schools. He found that lack of sufficient space, lack of free time, fear of educational failure, inexpert coaches, lack of sufficient information are the main effective factors on the disaffiliation of female students in the extracurricular plans. Kazemeyni (2003) studies the extracurricular plans of students of university of medical sciences and found that there is a significant difference between gender and prioritization of students in the election. In other words, female students have more desire toward art plans than males. Based on the review of literature, this study aimed to evaluate the welcome of culture-art plans in the high schools of Khomeyni Shahr City from perspectives of the educational coaches and students in the 2013. The authors also were determined to investigate the relationship between gender (as the main demographic variable) on the culture-art plans.

2. Research methodology

Statistical population, sample, and sampling method: The statistical population of this study includes the students participated in the culture-art plans and their coaches in the high schools of Khomeyni Shahr City. The population consists of 2175 students and 44 coaches. In order to select the sample members, a stratified sampling method was used. A sample of 314 students and 39 coaches was selected. The sample size was determined through Cochran sampling formula. In order to collect the research data, 340 questions were distributed among students that 314 of them were answered perfectly. The sampling method was stratified sampling method. In this regard, some of the male and female schools were selected as sample and then sampling was done in them. In order to collect the research data from coaches, 44 questionnaires were distributed that 39 ones of them answered the questionnaire perfectly.

Data-collection instrument: in order to collect the research data, a researcher-developed questionnaire was employed. The questionnaire consists of 39 items that was developed in the Likert five-point scale. The highest score of questionnaire is 195 and its lowest score is 39. In order to investigate the reliability of questionnaire, Cronbachs' Alpha Coefficient of questionnaire was measured. The coefficients were 0.913 and 0.959 for questionnaires of students and coaches.

3. Findings

The demographic characteristics of the sample members were presented in table 1.

Table 1: the demographic characteristics of the sample members

Gender	Frequency	Frequency%
Female	112	35.7
Male	202	64.3
Total	314	100

Based on the table 1, about 35.7% of the respondents were female students and 64.3% of them were male ones.

Table 2: the descriptive statistics of the research variables

Variables	Frequency	Minimum	Maximum	Average	Standard deviation
Age	353	13	44	16.76	8.45
Realization of the goals of cultural-art plans	353	1.53	4.95	3.30	0.76
Desirableness of the contents of cultural-art plans	353	1.60	4.60	2.90	0.66

Based on the results of table 2, the average age of the respondents is 16.769; average of realization of the goals of cultural-art plans is 3.230, and the average of desirableness of the contents of cultural-art plans is 2.970.

Table 3: the results of t-test

Variables	Dependent variable	Gender	Frequency	Average	Standard deviation	T	df	Sig
Students	Realization of the goals of cultural-art plans	Female	112	2.77	0.83	-9.378	312	0.0001
		Male	202	3.50	0.54			
	Desirableness of the contents of cultural-art plans	Female	112	2.75	0.66	-02.470	312	0.014
		Male	202	2.90	0.58			
Coaches	Realization of the goals of cultural-art plans	Female	18	3.83	0.73	0.637	37	0.528
		Male	21	3.67	0.84			
	Desirableness of the contents of cultural-art plans	Female	18	3.46	0.42	0.042	37	0.967
		Male	21	3.45	0.88			

The results of table 3 revealed that there is significant relationship among realization of the goals of cultural-art plans, desirableness of the contents of cultural-art plans, and gender. In other words, the average of female students' scores in terms of realization of the goals of cultural-art plans and desirableness of the contents of cultural-art plans is more than males. Also our findings showed that there is not any significant relationship among realization of the goals of cultural-art plans, desirableness of the contents of cultural-art plans, and gender of the coaches. In other words, scores of the coaches in terms of realization of the goals of cultural-art plans and desirableness of the contents of cultural-art plans were not different.

Table 4: the results of analysis of variance

Dependent variable	Educational level	Frequency	Average	Standard deviation	F	Sig
Realization of the goals of cultural-art plans	Seventh grade	119	3.06	0.74	6.581	0.002
	Eighth grade	90	3.27	0.73		
	Ninth grade	105	3.41	0.72		
	Total grade	314	3.24	0.74		
Desirableness of the contents of cultural-art plans	Seventh grade	119	2.70	0.45	6.935	0.001
	Eighth grade	90	2.82	0.70		
	Ninth grade	105	3	0.68		
	Total grade	314	2.84	0.62		
	Seventh grade	119	3.06	0.74		

The results of table 4 revealed that there is a significant relationship among realization of the goals of cultural-art plans, desirableness of the contents of cultural-art plans, and educational levels of the students ($p \leq 0.05$).

Table 5: summary of the findings of analysis of variance

Dependent variable	Educational level	Educational level	Average of differences	Sig
Realization of the goals of cultural-art plans	Seventh grade	Eighth grade	-0.214	0.037
		Ninth grade	-0.352	0.0001
Desirableness of the contents of cultural-art plans	Seventh grade	Ninth grade	-0.304	0.0001
	Eighth grade	Ninth grade	-0.181	0.040

Based on the results of table 5, it can be said that the fifth grade students' scores in terms of realization of the goals of cultural-art plans and desirableness of the contents of cultural-art plans is less than eighth and ninth grade students.

4. Discussion and conclusion

The results of analysis of variance (ANOVA) revealed that the female students' scores in terms of realization of the goals of cultural-art plans and desirableness of the contents of cultural-art plans were more than the scores of male ones. Another part of our findings showed that there is not any significant difference between scores of male and female coaches in terms of realization of the goals of cultural-art plans and desirableness of the contents of cultural-art plans. Our findings are consistent with findings of past studies such as Hoseyni (2010) and Kazemeyni (2003). Another part of our findings showed that there is not any significant relationship among realization of the goals of cultural-art plans, desirableness of the contents of cultural-art plans, and educational levels of coaches. However, our findings showed that there is a significant relationship among realization of the goals of cultural-art plans, desirableness of the contents of cultural-art plans, and educational levels of students. In other words, score of the seventh grade students in terms of realization of the goals of cultural-art plans and desirableness of the contents of cultural-art plans is more than the scores of eighth and ninth grade students in this area. Our findings also showed that there is a significant relationship between realization of the goals of cultural-art plans and desirableness of the contents of cultural-art plans with age of the students and even coaches. Based on another part of our findings, scores of female students in terms of realization of the goals of cultural-art plans and desirableness of the contents of cultural-art plans are more than males ones. This part of our findings is consistent with findings of Kazemeyni (2003). Finally, the findings showed that there is significant relationship among realization of the goals of cultural-art plans and desirableness of the contents of cultural-art plans, and age of the students.

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